

Annual Report and Standards for Accreditation

Utah Elementary School Annual Report 2010-11

The mission of the Northwest Accreditation Commission is to advance excellence in education through the process of accreditation.

PREFACE

This document serves as the annual report template for the Northwest Accreditation Commission. The *Standards* for all categories of schools, elementary, middle level, high school, K-12, special purpose, distance education, international, travel study, supplemental education, and postsecondary non-degree granting schools are the same. There are differences in the indicators reflecting uniqueness between groups of schools. With commission approval, states may be using a different annual report process and template.

HISTORICAL PERSPECTIVES

The Northwest Association of Secondary and Higher Schools was formed as a voluntary organization on April 5, 1917 with a membership of 25 secondary schools and eight higher institutions in four northwestern states. By December 2009, this membership increased to 2099. Presently, the organization functions in seven states: Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington along with other geographical areas of the United States and the world. In December 1974, the title of the Association was changed to: Northwest Association of Schools and Colleges. In December 2001, the association's name was changed to the Northwest Association of Schools and Universities. On August 1, 2010 the association's name was changed to its current name, the Northwest Accreditation Commission.

PURPOSES

The purposes of the Northwest Accreditation Commission, as stated in the Articles of Incorporation are to:

- 1. Advance the cause of education in the schools of the Northwest and elsewhere as approved by the Board of Trustees.
- 2. Develop educational policies and activities that will extend and improve educational opportunities and services.
- 3. Develop criteria of evaluation that will continually stimulate, evaluate, and accredit vital educational efforts.
- 4. Promote cooperative relationships among categories of schools in order to attain these ends.

The Commission on Schools implements these purposes through constructive and continual effort. Member schools are accredited on the basis of standards developed by the Commission. Each member school is required to participate in self- and team-evaluations during each six-year period using a means of self-evaluation approved by the State Accreditation Committee. All member schools are required to accept credits from schools accredited by the Middle States Association of Colleges and Schools, North Central Association of Schools and Colleges, New England Association of Schools and Colleges, Northwest Accreditation Commission, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges, subject to state laws and Commission policies. As a service to our membership, the Commission publishes electronic newsletters, research reports, web pages, and pamphlets.

ORGANIZATION

The officers of the Commission include the President, First Vice President, and Second Vice President, each of whom is a member of and entitled to vote on the Board of Trustees.

Commission on Schools

The Commission on Schools consists of the combined Accreditation Committees from all the member states and the International and Transregional Committee (ITC), three at-large representatives including non-public schools, higher education, and one public member. The Accreditation Committee of each state and the International and Transregional Committee shall consist of four (4) members, three elected commissioners and a director. One of the three commissioners may be a member of the State Department of Education or a member of the State Board of Education in that state. One of the committee members shall serve as the Accreditation Committee Chair. The Director of each accreditation committee serves as the contact person for each accreditation committee.

INTRODUCTION

The eight *Standards for Accreditation* serve as the benchmarks by which the Northwest Accreditation Commission makes accreditation decisions.

Written and approved by the school membership, the *Standards for Accreditation* establish those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support for teaching and learning.

In order to maintain accredited status, schools must demonstrate that they meet the Standards for Accreditation and continually work to

improve student performance. They do this by participating in a three-phase accreditation cycle that involves:

- Conducting a nearly 12-month self-study in which the school assesses the degree to which its work is characterized by the
 practices articulated in the Standards for Accreditation.
- 2. Having an on-site visitation by an external team of peer reviewers, known as the Response Team or Visitation Team that determines the extent to which the school meets the *Standards for Accreditation* and writes an evaluation report describing strengths and recommendations for improvement in terms of the *Standards for Accreditation*.
- 3. Developing an action or school improvement program in which the school demonstrates through regular reporting (Annual Report) to the State Accreditation Committee that it is addressing identified needs in a timely fashion.

Classification Ratings

Based on evaluations made by the State Accreditation Committees (SACs), schools are "Approved," "Advised," "Warned," or "Dropped" from the list of accredited schools. The SAC considers the number of standards not met in assigning ratings. A member school is considered "Withdrawn" when it voluntarily chooses to discontinue its membership.

A school is classified as "Approved" when it mostly meets the standards of the Commission. A school may be "Approved with Comment" when it has identified and is addressing standards that are "not presently met."

A school is classified as "Advised" when it fails to identify or is in the process of addressing standards that are "not presently met." Schools will also be placed on the "Advised" list when no observable effort has been made, by the second year, to identify or address standards that have been previously identified as "not presently met." An "Approved with Comment" classification need not precede an "Advised" classification.

A school is classified as "Warned" when a significant number of the standards are "not presently met." A "Warned" classification is usually given after a school has been "Advised" and the failure to meet the standard persists. A school may be moved from "Approved" to "Warned" when the failure to meet the standard is such that it should not be allowed to persist beyond the current year. A school shall be "Dropped" from membership after two consecutive "Warned" assignments, with the understanding that the SAC has the authority to liberalize this rule. If such an exception is made, it should be followed with an explanation by the SAC. Schools receiving a "Dropped" status have the right to appeal as outlined in the *Bylaws of the Northwest Accreditation Commission*.

STANDARDS FOR ACCREDITATION

The *Standards for Accreditation* for member schools include minimum requirements that have been substantiated by research, direct observation, or the judgment of experienced educators as basic requirements for a satisfactory program of education. Many of the standards are derived from the New England Association of Schools and Colleges, Commission on Public Secondary Schools in an effort to provide consistency among accreditation regions.

TEACHING AND LEARNING STANDARDS

- 1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING
- 2. CURRICULUM
- 3. INSTRUCTION
- 4. ASSESSMENT

SUPPORT STANDARDS

- 5. LEADERSHIP AND ORGANIZATION
- 6. SCHOOL SERVICES
 - Student Support Services
 - Guidance Services
 - Health Services
 - Library Information Services
 - Special Education Services
 - Family and Community Services
- 7. FACILITIES AND FINANCE

SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

NORTHWEST ANNUAL REPORT

PLEASE REMOVE THE FRONT SECTION (all the pages before this page) BEFORE SUBMITTING COMPLETED REPORT. MAIL THIS REPORT TO THE UTAH STATE ACCREDITATION COMMITTEE. c/o Georgia Loutensock, Utah State Office of Education, 250 East 500 South, P.O. Box 144200, Salt Lake City, UT 84114-4200.

INSTRUCTIONS FOR COMPLETING THIS TEMPLATE: This template is protected for the use of the text boxes and marking the rating scale. Simply type in the gray shaded text boxes and/or click on the standard indicator gray boxes and an X appears. You must unprotect the document to type in any other areas or cut and paste responses into the document. When the template is unprotected you will not be able to use the text boxes or rating boxes.

This should be the first page of your submitted report.

School Name		State		
Address		City		
County		District		
ZIP		Telephone/FA	ΛX	/
Building		E-mail		
Administrator				
For private		<u>.</u>	•	
schools, owner				
of record		License	d as non-profit c	orporation Yes No
Pre-K	on October 1, 2010 in grades K	1 st	-	and
3 rd	4 th	5 th		o th
7 th	8 th	9 th		0^{th}
11 th	12 th	13 th		4 th
Total Enrollment on La		Total Enrollmen	t This Year	
Annual Report (2009-1	0)	(2010-11)		
2. Public	Nonpublic			
3. Elementary Special Purpose Travel Study	☐ Middle Level ☐ Residential School ☐ International	☐ High School ☐ Distance Ed/On-line ☐ Post-Secondary	☐ K-12 ☐ Supplement	al
4. Type of Schedule:	☐ Traditional	Block	Trimester	Other
5. Has your school exp your last full-team visit	erienced a "substantive chang t? (Northwest Policy 6.2)		e objectives, pro	grams, offerings, etc. since
I (we) hereby certify	that the statements in this rep	ort are true to the best of my	(our) knowledg	ge and belief.
Principal's Signature				
Superintendent's Sign	nature			
Signature of Person C	Completing Report			
Vear of Last Self-Study		Dlannad Vaar for I	Navt Calf Study	1

Self- and Team-Evaluation is required every six (6) years.

Some very small schools may be compelled to seek alternative ways of meeting some portions of the standards. When this occurs, the school <u>shall</u> submit an explanation to the State Accreditation Committee with this report delineating any alternative measures.

TEACHING AND LEARNING STANDARD

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The desired results for student learning are based on and drawn from the school's mission statement. These goals are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. MISSION, BELIEFS AND GOALS FOR STUDENT LEARNING

1.1	by the school community and and any other schoolwide go	d are approved and supported	O V	, <u>I</u>
	☐ Met	Sufficiently Met	Partially Met	☐ Not Met
1.2	The school's mission stateme student learning.	nt represents the school com	munity's fundamental va	lues and beliefs about
	Met	Sufficiently Met	Partially Met	Not Met
1.3	The school defines schoolwid school's mission and are con and Dispositions for Success	sistent with and reinforce the and each core curricula's int	Utah's <i>Life Skills: A Gu</i> ending learning outcome	ide to Knowledge, Skills, es
	∐ Met	Sufficiently Met	Partially Met	☐ Not Met
1.4	For each academic goal of the in an indicator.	e mission, the school has a ta	argeted level of successfu	al achievement identified
	Met	Sufficiently Met	Partially Met	Not Met
1.5	The school uses indicators to Met	assess the school's progress Sufficiently Met	in achieving schoolwide Partially Met	civic and social goals.
1.6	The school's mission statemed procedures, policies, and dec			

Mission, Beliefs and Desired Results for Student Learning Standard

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Also

- 1. Identify those indicators upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and
- 2. Identify the strategies that will be used to make improvements.

TEACHING AND LEARNING STANDARD

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission, beliefs, and desired results for student learning. The curriculum links the school's beliefs, its desired results for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2.	CURRICULUM			
2.1	Each curriculum area (grad	le level) identifies those sch	oolwide academic goals	for which it is responsible. Not Met
2.2	The curriculum is aligned vopportunity to achieve each Met		ic goals and ensures that	all students have sufficient Not Met
2.3	b. integrates relevant school Skills, and Disposition. Met	☐ Sufficiently Met ic intended learning outcom ☐ Sufficiently Met	☐ Partially Met cting the Utah Life Skills ☐ Partially Met	☐ Not Met
2.4	☐ Met e. suggests assessment te ☐ Met	Sufficiently Met chniques including the use of Sufficiently Met Sufficiently Met I students in inquiry, proble	Partially Met	☐ Not Met
2.4		the authentic application of Sufficiently Met		□ Not Met
2.5	The curriculum is appropri coverage.	ately integrated and emphas	sizes depth of understand	ing over breadth of ☐ Not Met
2.6	The school provides opporthe school campus. Met	tunities for all students to e	xtend learning beyond the	e established curriculum and
2.7		r coordination and articulater schools in the district, as a Sufficiently Met		all academic areas within the
2.8	Academic programs offere	d outside of the school (on-	line, correspondence, ear	ly college, dual credit,

	equivalent credit for music, Met	P.E., travel credit, etc.) are Sufficiently Met	consistent with the schoo	l's curriculum. Not Met
2.9	Instructional materials, tech the library/media center are students.			
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
2.10	The professional staff is acticurriculum based on assessment subject-specific intended lea	nents of student performance		
	☐ Met	Sufficiently Met	Partially Met	☐ Not Met
2.11	The school commits sufficient revision of curriculum.		_	_
	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
2.12	Professional development as Met	ctivities support the develop Sufficiently Met	oment and implementation Partially Met	n of the curriculum. Not Met
2.13	The program of studies mee	ts the requirements of the s Sufficiently Met	tate, ministry, or parent or Partially Met	rganization, as applicable. Not Met
2.14	The school has a written pol Met	icy statement concerning the Sufficiently Met	ne selection of educational Partially Met	l materials. Not Met
2.15	The instructional materials a as the school's overall missi		pecific objectives of the in	ndividual subjects as well Not Met
2.16	The materials provided to the Met	ne student are adequate to m Sufficiently Met	neet the subject intended le	earning outcomes.
2.17	The reading level of the mat	terials is appropriate to the	reading-level competence Partially Met	of the students. Not Met
2.18	The curriculum materials ar	e up-to-date. Sufficiently Met	☐ Partially Met	☐ Not Met
2.19	Adequate provisions are ma examinations to and from th		and return of instructional	materials, lessons, and
	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
2.20	Lessons and examinations a parents/guardians.	re graded promptly and the	results communicated to	the students and their
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
2.21	Student (parent/guardian) in Met	quiries are answered promp Sufficiently Met	otly and satisfactorily. Partially Met	☐ Not Met

Utah specific indicators

2.23	The curriculum is adapted to Met	meet the individual student Sufficiently Met	learning needs of all st Partially Met	udents. Not Met
2.22	The school language acquisit English Language Proficienc Met		Language Learners (EL	L) is based on the Utah
2.24	Rules and policy that require Met		·	☐ Not Met
2.25	The curriculum includes patr Met Not Applicable	iotic education as outlined i Sufficiently Met	n Board Rule R277-475	5-3.* Not Met
			*Do not necessar	rily apply to non-public schools
Curr	riculum Standard			
	For any boxes above that as following text box as to why "Met."			•
		s upon which school impr f the last Visiting Team an hat will be used to make in	d	cused or which were part
TEA	CHING AND LEARNING S	STANDARD		
of str asses desir ident	ling Principle: The quality of it udent learning, the achievement essment of student progress. Instead results for student learning, diffied student needs. Teachers a borate with their colleagues at	nt of desired results for stud tructional practices must be supported by research in b are expected to be reflective	ent learning, the deliver grounded in the school est practice, and refined about their instruction	ry of the curriculum, and the 's mission, beliefs, and and improved based on
3. I	NSTRUCTION			
3.1	Instructional strategies are co	onsistent with the school's m	ission statement, belief	s, and desired results for
	student learning (DRSLs). Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
3.2	Teachers use a variety of inst		. 1	
	☐ Met	allow for diverse learning Sufficiently Met	styles; Partially Met	☐ Not Met
	b. make connections across Met	disciplines; Sufficiently Met	☐ Partially Met	☐ Not Met

	c. enga	ge students as active			
	d amaa	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
	d. enga	ge students as self-di Met	Sufficiently Met	☐ Partially Met	☐ Not Met
	e. invol	lve students in higher		rartiany wet	
		☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
	f. prov		students to apply knowledge		
	~ ~~~	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
	g. prom	☐ Met	ssment and self-reflection; Sufficiently Met	☐ Partially Met	☐ Not Met
	h. recog		culturalism, individual differ		
	,	e student population.		, 1	1
		☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
3.3			variety of sources including	g other teachers, students,	supervisors, and parents
	as a mean	ns of improving instr			
		☐ Met	☐ Sufficiently Met	Partially Met	☐ Not Met
3.4	Teachers	are proficient in the	ir content area, knowledgeab	le about current research	on effective age
	appropria		oaches, and reflective about		
		☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
3.5	Analysis	of instructional strat	egies is a significant part of	the professional culture o	of the school
J.J	7 HILLIY 515	Met	Sufficiently Met	Partially Met	Not Met
		_			_
3.6	Technolo		and supportive of teaching a		
		☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
3.7			are available to students and	faculty and utilized to in	prove teaching and
	learning.				
		☐ Met	Sufficiently Met	Partially Met	Not Met
3.8	The scho	ool's professional dev	elopment program is guided	by identified instructions	al needs and provides
	opportun	ities for teachers to d	levelop and improve their ins		•
		☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
3.9	Teacher	supervision and eval	uation processes are used to	improve instruction in or	der to meet the needs of
J.)	all stude	•	dation processes are used to	improve instruction in or	der to meet the needs of
		☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
I Itah	anacifia i	indicators Instruc	tion Ctandaud		
Otan	specific i	indicators – Instruc	uon Stanuaru		
3.10	Instruction	onal time is allocated	and protected to support stu	dent learning.	
		☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
2 1 1	The tee-1	hina and leaseine	amon footies and utili-	a advantionally access 1	haat muatiaas
3.11	i ne teacl	hing and learning pro	ogram focuses on and utilizes Sufficiently Met	Partially Met	best practices. Not Met
		☐ MICI	Sufficiently Met	I at tiany with	I MOUTATEL

Instruction Standard

For any boxes above that are marked other than "Met" please provide an explanation using the

	following text box as to why the standard is not being met and what might be accomplished to become "Met."
	Also
	 Identify those indicators upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and Identify the strategies that will be used to make improvements.
TEA	ACHING AND LEARNING STANDARD
stud resp prog	ding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform ents regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to ond effectively to the learning needs of students. Further, it communicates to the school community the gress of students in achieving the school's desired results for student learning as well as subject-specific ning goals. Assessment results must be continually analyzed to improve curriculum and instruction.
4.	ASSESSMENT
4.1	The school has a process to assess both schoolwide and individual student progress in achieving the

	academic goals of the mission Met	n. Sufficiently Met	Partially Met	☐ Not Met
4.2	The school's professional staf school's efforts in achieving i			the success of the
	IVICt	Sufficiently Wet	I al tially wiet	Not Met
1.3	The school regularly reviews these reflect student needs, conational standards.		_	•
	Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
1.4	For each learning activity, tea specific intended learning out Met	•		· ·
4.5	Teachers base classroom asse	ssment of student learning of Sufficiently Met	n schoolwide and subjec Partially Met	t-specific indicators. Not Met
4.6	Teachers use varied assessme assess student growth over tir	me.	_	_
	∐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
1.7	Teachers meet collaboratively the purposes of revising the collaboration Met			student assessments for Not Met
4.8	The school's professional dev	·		_

	developing a broad range of		es.	
	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
4.9	The school's professional star goals to students and their far		student progress in achi	eving schoolwide academic
	Met	Sufficiently Met	Partially Met	☐ Not Met
4.10	The school's professional sta school community.	iff communicates the schoo	l's progress achieving all	schoolwide goals to the
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
4.11	A record that documents the Met	results of all student perfor Sufficiently Met	mance is maintained. Partially Met	☐ Not Met
4.12	Technology in the classroom Met	is available and increases s Sufficiently Met	student performance Partially Met	☐ Not Met
4.13	Results and analysis of assess Met	sment are used to drive cur	riculum and instruction. Partially Met	☐ Not Met
Utah	specific indicators			
4.14	Teachers receive and use the improve instruction. (For pu Met			
4.15	The school assesses English a Met Not Applicable	acquisition using annual mo	☐ Partially Met	bjectives.* Not Met ily apply to non-public schools
Asses	ssment Standard			
	For any boxes above that a following text box as to why "Met."			
	of a recommendation of	rs upon which school impr f the last Visiting Team ar hat will be used to make i	nd	cused or which were part

SUPPORT STANDARD

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that

supports student learning and well-being.

5. LEADERSHIP AND ORGANIZATION

5.1	5.1 The principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and DRSLs.			
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
5.2	The principal provides leader direction, and focus for stude		y by creating and mainta	ining a shared vision,
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
5.3	The student to administrator in fraction thereof.	ratio does not exceed 550 stu	dents to each qualified ac	dministrator or prorated
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
5.4	Staff members as well as admimprovement of the school.	ninistrators other than the prin	ncipal provide leadership	essential to the
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
5.5	The school evaluates staff tur	nover and addresses any con	cerns about staff retention	n.
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
5.6	The organization of the schoomission, beliefs, and DRSLs.	ol and its educational program	ns promotes the achiever	nent of the school's
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
5.7	Student grouping patterns referesearch and best practices, an Met	•	•	•
5.8	The schedule is driven by the implementation of the curricular			e effective
	☐ Met	Sufficiently Met	Partially Met	☐ Not Met
5.9	Meaningful roles in the decision school staff to promote an atri	0 1		
5.10	There is a formal system thro and assists the student in achi			
5.11	The professional staff member learning for all students.	ers collaborate within and acr	coss departments or grade	e levels in support of
	Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
5.12	All school staff is involved in Met	promoting the well-being ar	nd learning of students. Partially Met	☐ Not Met
5.13	Student success is regularly a Met	cknowledged, celebrated, an Sufficiently Met	d displayed. Partially Met	☐ Not Met

5.14	The climate of the school is s	afe, positive, respectful, and	supportive resulting in a	sense of pride and
	ownership. Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
5.15	The school engages in practic interventions, crisis managem	nent, and post-crisis recovery	/	_
	☐ Met	Sufficiently Met	Partially Met	☐ Not Met
5.16	The school has a written code community including student Met			
5.17	The administration is signific Met	antly involved in the selection Sufficiently Met	on, assignment, and reten	tion of personnel. Not Met
5.18	The school employs adequate and to realize its stated purpo	ses.	•	
	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
5.19	The school meets all applicate administration, and control up	•		•
Utah	specific indicators			
5.20	The school has a written police training is provided to insure		n, as per Board Rule R277-	112-3-C, and regular
	☐ Met	Sufficiently Met	Partially Met	☐ Not Met
5.21	The administration has create new teachers. Level I teacher 522 in their assigned area wh	rs are mentored in accordance		
	☐ Met ☐ Not Applicable	Sufficiently Met	☐ Partially Met	☐ Not Met
5.22	Teachers have reviewed and	are familiar with the <i>Life Ski</i>	lls; A Guide to Knowleds	ge, Skills, and
	Dispositions for Success docu	ment and implemented then Sufficiently Met	n into the curricula they a	nre teaching. Not Met
			•	apply to non-public schools
Lead	ership and Organization Sta	ndard		
	For any boxes above that ar following text box as to why "Met."			
	Also 1. Identify those indicator of a recommendation of	s upon which school impro		sed or which were part

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2. Identify the strategies that will be used to make improvements.

SUPPORT STANDARD

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission, beliefs, and goals.

6. SCHOOL SERVICES

Instructional Personnel	S	ervices	(IPS)
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6.1	The school's instructional pe	rsonnel services are consiste Sufficiently Met	nt with the school's miss. Partially Met	ion, beliefs, and DRSLs. Not Met	
6.2	The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's desired results for student learning.				
	☐ Met	Sufficiently Met	Partially Met	☐ Not Met	
6.3	Instructional personnel services enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.				
	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met	
6.4	All instructional personnel sestudent learning.	ervices are regularly evaluate	ed and adjusted as needed	d to support improved	
	Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met	
6.5	All professional personnel properly endorsed for all a Met List all underqualified profes	ssignments in accordance v		2	
	Non-public schools – Please submit roster of all educators, or persons working with students in a school setting, noting position, assignment(s) and FTE.				
6.6	There is one administrative support staff member (i.e., school secretary) for each 350 students or major prorated fraction thereof.				
	☐ Met	Sufficiently Met	Partially Met	☐ Not Met	
6.7	Teachers are carefully super Met	vised by the administrative s Sufficiently Met	taff.	☐ Not Met	
6.8	The non-professional clerica	l and paraprofessional staff i	·	lected and have	
	appropriate training and back	kground for their position. Sufficiently Met	Partially Met	☐ Not Met	

6.9 Policies for the selection and assignment of personnel are non-discriminatory in referen				ference to race, ethnic
	origin, and sex.	Sufficiently Met	☐ Partially Met	☐ Not Met
6.10	The total number of students standards by state law or any	• •	oom teacher or specialist	does not exceed the
6.11	There is a system for effective personnel, designed to keep to	e and ongoing communication	on with students, parents/	guardians, and school
	identified student needs. Met	Sufficiently Met	☐ Partially Met	☐ Not Met
6.12	Student records, including he manner consistent with feder		ds, are maintained in a co	onfidential and secure
	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
6.13	The school has clearly define parents	d registration procedures tha	t are made known to pote	ential students and their
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
Utah	specific indicators – Studen	t Support Services		
6.14	All school employees have be cases of suspected child neglement Met			
6.15	 5 The school has a process in place to identify the specific needs of <u>all</u> students, including: a. a "student find" process that is implemented with student registration; b. a home language survey c. a valid reliable language proficiency assessment of English proficiency in listening, speaking, reading, 			
	writing and comprehensi Met	on for program placement.* Sufficiently Met	☐ Partially Met	☐ Not Met
	☐ Not Applicable		* Do not necessarily	apply to non-public schools
Guid	ance Services			
6.16	☐ Met	nge of comprehensive guidanetings with counseling persor Sufficiently Met community and area mental Sufficiently Met	nnel;	☐ Not Met al service providers; ☐ Not Met
6.17	The ratio of students to those state requirements in order to			nd in compliance with the Not Met
6.18	The guidance service facilities (Counseling spaces should be professional school counselo	e easily accessible to all stude	ents, equipped with soun	

	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met	
Health Services					
6.19	The school has a current healt Met	h service plan providing reso	ources to meet the needs Partially Met	of all the students.	
6.20	The school has a crisis respon R277-400.	se plan that is tested and upo	lated annually in accorda	nce with Board Rule	
	Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met	
Libra	ary Information Services				
6.21	The library media program is Met	directed by a certified library	y media specialist. Partially Met	☐ Not Met	
	Name(s) of Library Media person	nnel FTE Certi	ified Y 🔲 N 🔲		
6.22	Students, faculty, and support facilities, and programs as an school day.	•	-	The state of the s	
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met	
6.23	The library/information service use various school and community	unity information resources	and technologies.	_	
	∐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met	
6.24	Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.				
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met	
Utah	specific indicators – Library	information services			
6.25 The Library collection and information resources are relevant, up-to-date and of sufficient si program of curricular and literacy needs of the students and faculty (10 volumes per student exceed 12,500 volumes).					
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met	
Speci	ial Education Services				
6.26	The school provides special estudents in accordance with lo		he identification, monito	ring, and referral of	
	Met	Sufficiently Met	☐ Partially Met	☐ Not Met	
Family and Community Services					
6.27 The school engages parents and families as partners in each student's education and enco			d encourages their		
	participation in school program Met	ms. Sufficiently Met	☐ Partially Met	☐ Not Met	
6.28	The school fosters productive learning.	business/community/higher	education partnerships the	hat support student	

	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met	
Scho	ool Services Standard				
	For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."				
	 Also 1. Identify those indicators upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and 2. Identify the strategies that will be used to make improvements. 				
SUP	PORT STANDARD				
Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of ALL persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission, beliefs, and desired results for student learning.					
7. I	FACILITIES AND FINANC	CE			
7.1	The school site and plant supservices for student learning		cts of the educational pro	gram and the support	
	Met	Sufficiently Met	Partially Met	☐ Not Met	
7.2	The physical plant and facili local fire, health, and safety	regulations.	_	_	
	☐ Met	☐ Sufficiently Met	Partially Met	☐ Not Met	
7.3	Equipment is adequate, prop Met	perly maintained, catalogue Sufficiently Met	ed, and replaced when ap Partially Met	propriate. Not Met	
7.4	7.4 A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant.				
	Met	Sufficiently Met	Partially Met	☐ Not Met	
7.5	There is an ongoing plan to needs as well as capital important Met	1 0	nrollment changes, staffi Partially Met	ng, facility, and technology Not Met	
7.6	Faculty and building admini of the educational program	strators have active involv	ement in the budget proc	ess as it supports all aspects	

	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met
7.7	The school has sustainable f the school and to provide the	inancial resources to provide e educational program to the Sufficiently Met		neet the stated purposes of Not Met
7.8	The school is not in or in the	e prospect of moving into pro	otection under the auspic	es of bankruptcy. Not Met
7.9	Proper budgetary procedures Met	s and generally accepted acce Sufficiently Met	ounting principles are for Partially Met	llowed for all school funds. Not Met
7.10	The school's accounts are in Met	dependently audited annuall Sufficiently Met	y. Partially Met	☐ Not Met
7.11	The total cost for a course of made known to students/par	f instruction, including all terents at the time of their appli Sufficiently Met		
7.12	Terms of tuition and/or fees Met	payment are clearly defined Sufficiently Met	in the application, as application as application in the application in the application in the application as application as application in the application as application	plicable. Not Met
7.13	Any advertising and promot Met	ional literature is completely Sufficiently Met	truthful and ethical. Partially Met	☐ Not Met
7.14	Any advertising and promot Met	ional literature clearly states Sufficiently Met	the purpose of the school Partially Met	ol's program of instruction. Not Met
7.15	None of the school's adverti	sing or promotional literature	e is offensive or negative	e towards other schools or
	educational agencies. Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
7.16	Tuition/fees collection proce the financial interest of the s	1 0	th sound and ethical bus	iness practices and protect
	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met
7.17	The administration has the a	uthority to administer its disc Sufficiently Met	cretionary budget, as app	olicable. Not Met
Facil	ities and Finance Standard			
	For any boxes above that a following text box as to wh "Met."	are marked other than "Me by the standard is not being		_
	 Also 1. Identify those indicators, if any, upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and 2. Identify the strategies that will be used to make improvements. 			

SCHOOL IMPROVEMENT STANDARD

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and should be measurable.

8. CULTURE OF CONTINUAL IMPROVEMENT

8.1	The school has developed and implemented a comprehensive school improvement plan using <i>Collaboratin for Student Achievement</i> , the Utah accreditation school improvement process that is reviewed and revised				
	on an ongoing basis. Met	Sufficiently Met	Partially Met	☐ Not Met	
8.2	Results of school improven Met	nent are identified, docume Sufficiently Met	nted, used, and communi Partially Met	cated to all stakeholders.	
8.3	The school improvement effort is externally validated on a periodic basis by an onsite accreditation team at least once every six years.				
	☐ Met	☐ Sufficiently Met	Partially Met	☐ Not Met	
	Date of last full-	team accreditation visit	<u> </u>		
8.4	The school improvement placeountable.	an is consistent with extern	al accountability require	ments to which the school is	
	Met	☐ Sufficiently Met	Partially Met	☐ Not Met	
8.5	☐ Met	opriate areas upon which to Sufficiently Met hat are designed to improve Sufficiently Met	focus improvement efform Partially Met	orts. Not Met Not Met	
	Met d. Monitoring the process	☐ Sufficiently Met	☐ Partially Met	☐ Not Met	
	☐ Met	. Sufficiently Met to ensure that success has b	Partially Met	☐ Not Met	
	☐ Met	Sufficiently Met	Partially Met	☐ Not Met	
8.6	The school improvement processing the recommendations for improvement Met				
8.7	The school and community as the school improvement Met		cally anticipate and appro	opriately respond to change Not Met	
8.8	_	ool improvement process a	_ •	the implementation plan and	

	☐ Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met		
8.9	A reasonable, specific timeline for the implementation of each area within the school's action plan for school improvement is identified.					
	☐ Met	Sufficiently Met	☐ Partially Met	☐ Not Met		
8.10		The school improvement process involves a site-based council or advisory committee including				
	representation from all stakeh Met	Sufficiently Met	☐ Partially Met	☐ Not Met		
Utah	specific indicators – Culture	of Continual Improvement	t			
8.11	The school incorporates the re	commendations of the latest	Report of the Visiting Te	eam into their school		
	improvement plan. Met	☐ Sufficiently Met	☐ Partially Met	☐ Not Met		
	Please submit copies of school's action plans for the previous (2009-10) and current year (2010-11). (The action plan should address the recommendations of the latest visiting team.)					
Culture of Continual Improvement Standard						
	For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."					